



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Theme/Books	All About Me The Gruffalo	Space People who Help us	Dinosaurs Rhyme	Ducks / lifecycles	Pirates Fairy tales	Sea Side
RE (Living and growing as children of God)	UNIT RA: Creation UNIT RB: People who care for us	UNIT RB: People Who Care for us. UNIT RC: Advent UNIT RD: Christmas (part of unit)	UNIT RD: Christmas UNIT RE: Baptism	UNIT RG: Lent UNIT RH: Holy Week	UNIT RA: Easter UNIT RJ: Pentecost UNIT RF: People who help us Mary, the Mother of Jesus	UNIT RK: Prayer
Communication and Language	<p>C&L is not specifically planned for across the year.</p> <p>All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on CLL as well as “Year 6 buddies” and clear classroom rules and routines.</p> <p>Observations, next steps and target setting support the development of individuals.</p> <p>Intervention programmes such as Wellcomm and targeted interventions are designed to support children who are not making the expected progress</p>					
Communication and Language (DM & ELG)	<p>Listening, Attention Understanding 3-4 year olds- Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat? Sing a large repertoire of songs.</p> <p>Speaking 3-4 year olds- Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as</p>		<p>Listening, Attention Understanding Rec- Understand how to listen carefully and why listening is important. check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs Engage in non-fiction books.</p> <p>Speaking Rec- Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more. Articulate their ideas and</p>		<p>Listening Attention and Understanding ELG -</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their 	



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

	<p>'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver.</p>		<p>thoughts in well-formed sentences Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen Develop social phrases. Engage in story times Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		<p>teacher and peers. Speaking ELG - • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	
EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Personal, Social, Emotional Development	<p>PSED is not specifically planned for across the year, however there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</p>					
Personal, Social, Emotional Development (DM & ELG)	<p>Building relationships 3-4- Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries Begin to understand how others might be feeling.</p> <p>Self-regulation 3-4- Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk</p>		<p>Building relationships Rec- Build constructive and respectful relationships.</p> <p>Self- regulation Rec- Show resilience and perseverance in the face of challenge. Express their feelings and consider the feelings of others Identify and moderate</p>		<p>Self Regulation ELG -</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

	<p>with others to solve conflicts.</p> <p>Managing self 3-4- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>		<p>their own feelings socially and emotionally. Think about the perspectives of others.</p> <p>Managing self Rec- See themselves as a valuable individual. Manage their own needs</p>		<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG -</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationship ELG -</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	
EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Physical Development (DM & ELG)	<p>Gross motor 3-4: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip,</p>		<p>Gross motor Rec: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping -</p>		<p>Gross motor ELG -</p> <ul style="list-style-type: none"> Negotiates space and obstacles safely, with consideration for 	



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene

Fine motor 3-4: Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

Fine motor Rec: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.

themselves and others.

- Demonstrates strength, balance and coordination when playing.
- Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine motor ELG-

- Holds a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Uses a range of small tools, including scissors, paintbrushes and cutlery.
- Begins to show accuracy and care when drawing



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Maths (DM & ELG)	<p>Number 3-4: Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Numerical patterns 3-4: Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone - for example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>		<p>Number REC: Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.</p> <p>Numerical patterns REC: Automatically recall number bonds for numbers 0-10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p>		<p>Number- ELG - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns-ELG - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

Maths (White Rose)	Number: match, sort, compare amounts Number: represent, compare, composition of 1, 2, 3 Number: represent numbers to 5 Number: find one more and one less up to 5 Measure, shape and space: compare size, mass and capacity Measure, shape and space: Explore pattern Measure, shape and space: Circles and triangles Measure, shape and space: Positional language Measure, shape and space: shapes with 4 sides Measure, shape and space: Time	Number: introduce zero Number: number bonds to 5 Number: counting to 10 Number: comparing groups up to 10 Number: combining 2 groups to find a whole to 10 Number bonds to 10: ten frame Number bonds to 10: part-whole model Measure, shape and space: spatial awareness Measure, shape and space: 3-D shapes Measure, shape and space: 2-D shapes	Measure, shape and space: making simple patterns, exploring more complex patterns Number: adding more Number: taking away Number: counting to 20 Number: doubling Number: halving and sharing Number: odds and evens Measure, shape and space: length, height, distance Measure, shape and space: weight and capacity
-------------------------------	---	--	--



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Literacy (DM & ELG)	<p>Writing 3-4 year olds- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p> <p>Word Reading 3-4 year olds- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Comprehension 3-4 year olds- Engage in extended conversations about stories, learning new vocabulary.</p>		<p>Writing REC:</p> <p>Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Word reading REC:</p> <p>Read individual letters by saying the sounds for them. Help children to read the sounds speedily. This will make sound-blending easier. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Comprehension REC:</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.</p>		<p>Comprehension -ELG</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading-ELG</p> <ul style="list-style-type: none"> – Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing -ELG</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 	



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

--	--	--	--



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

English phonics	Set 1 phonics m, a, s, d, t, i, n, p, g, o, c, k, b, u, f, e, l, h, r	Set 1 phonics sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck, ff, ss	Set 2 phonics ay, ee, igh, ow, oo,	Set 2 phonics ar, or, ir, ou, air, oy	Set 3 phonics er, ai, ea, oa, ow,	Set 3 phonics oi, ire, ear, ew
English writing	Writing own name Letter formation of set 1 phonics Blending. Orally and in reading. VC and CVC words Writing simple captions	Review Autumn 1 Writing simple captions Writing a simple sentence	Review Autumn term Writing 2 or three simple sentences about a story Complete a rhyming string	Writing 2 or three simple sentences about a story Write 2 sentences that rhyme	Review Spring term Retell a fairy tale. Create own fairy tale	Write for different purposes
English Punctuation & Grammar	Capital letter for I Capital letter for names Using correct letter formation	Beginning to use capital letter at the beginning of a sentence and full stop at the end of sentence. Beginning to use finger spaces correctly Writing on the line Using correct letter formation	Capital letter at the beginning of a sentence Full stop at the end of sentence.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, capital letters and full stops to improve.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, sense, capital letters and full stops.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, sense, capital letters, full stops and question marks.



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Understanding the World (DM & ELG)	<p>Past & Present 3-4: Begin to make sense of their own life-story and family's history.</p> <p>People, Culture and Communities 3-4: Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Natural world 3-4: Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>		<p>Past & Present REC: Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand the effect of changing seasons on the natural world around them.</p> <p>People, Culture and Communities REC: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Natural World REC: Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Describe what they see, hear and feel whilst outside.</p>		<p>Past and Present -ELG - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities-ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</p> <p>The Natural World-ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and</p>	



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

				changes in the natural world around them, including the seasons and changing states of matter.	
Understanding the World- suggested activities	<p>Role-play Home corner</p> <p>Family</p> <p>All About Me</p> <p>People who Help us</p> <p>Autumn leaves/ planting bulbs</p> <p>Exploring outside area</p> <p>Pumpkin soup</p> <p>Nature walk</p> <p>Nature collage</p> <p>Continuous provision:</p> <p>Construction equipment</p> <p>Computers</p> <p>Science investigation</p> <p>Writing equipment</p> <p>Measuring equipment</p> <p>Role-play Post Office</p> <p>Nativity story</p> <p>Christmas activities</p> <p>Caring for animals in winter</p> <p>Making parachutes</p> <p>Using bee bots</p> <p>Investigate magnets</p>	<p>Floating and sinking</p> <p>Nocturnal animals</p> <p>Make bird feeders</p> <p>Make a snow globe</p> <p>weather/season observations</p> <p>Freeze animals in ice, how do we get them out?</p> <p>Investigate the difference between zoo animals and farm animals, and between wild and tame animals</p>	<p>What material would be best to build an ark to float?</p> <p>What material would be best to build a shelter for the animals after the storm?</p> <p>Investigate light</p> <p>Why do we have night and day? What is the moon?</p> <p>How do we get to the moon?</p> <p>Investigate moon and stars.</p> <p>Egg shell in cola, vinegar and lemon juice watch what happens</p> <p>Life cycle of a duck</p> <p>Make a healthy lunchbox</p> <p>Signs of Spring</p> <p>Name/label parts of the plant</p>	<p>Floating and sinking – children sort objects and explain their choice</p> <p>Water experiments</p> <p>Minibeast hunt</p> <p>Make gingerbread men</p> <p>Pour different substances over the gingerbread – what happens?</p> <p>Dissolving</p> <p>Baking Gruffalo cookies</p>	<p>Plant sunflower seeds</p> <p>Farm animals and their homes</p> <p>Mothers and their young</p> <p>Grow a bean in a bag</p> <p>Grow a bean and climb the beanstalk</p> <p>Life cycle of the butterfly</p> <p>Senses – tasting fruit</p> <p>Investigate different types of seeds</p> <p>Create patterns/pictures with seeds</p> <p>Colourful carnations</p> <p>Wild animals and tame animals</p> <p>Investigate different habitats</p>



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Expressive Arts and Design (DM & ELG)	<p><u>Creating with Materials 3-4:</u> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing.</p> <p><u>Being Imaginative and Expressive3-4:</u> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Show different emotions in their drawings - happiness, sadness, fear etc.</p>		<p><u>Creating with Materials REC:</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills.</p> <p><u>Being Imaginative and Expressive REC:</u> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups</p>		<p><u>Creating with Materials -ELG</u> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive- ELG</u> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	
Expressive Arts and Design- suggested activities	Self-portraits Family portraits Colour mixing Creating props to retell stories	Collage a tiger Use house outside to set up tiger who came to tea	Make superhero masks and capes Create a artic	Make paper aeroplanes, which goes the furthest? ' Role play tiger who	Bubbles Bubble paintings Create under the sea music	Explore textures and tastes of different fruits Make prints in play-dough/print with foot



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

	<p>Continuous provision: Easel for painting Musical instruments Writing/drawing implements</p>	<p>Transport collage Creating props to retell stories Learning songs and movements for Christmas nativity Continuous provision: Easel for painting Musical instruments Writing/drawing implements</p>	<p>landscape using materials Create small world tuff spots to support topic (gruffalo, dinosaurs and superheroes) Add music to role play of Gruffalo Make some snow dough to create small world play with snow Frozen sculptures with natural objects to hang outside Build ice castles – using salt to stick blocks together Make homes/pens for the dinosaurs Create small world tuff spot to re-tell the stories Weaving simple pictures</p>	<p>came to tea Make a potion for the tiger Making Easter cards</p>	<p>Paint rainbows Paint a pirate Create a treasure hunt in the forest area Spiral patterns Play-dough mats to put people in the boat Create collage of people and animals chasing the gingerbread man Collage the 3 little pigs houses using natural materials Beanstalk trail around outdoor area – children draw themselves to stick on Use paper and card to create a beanstalk, how do we make it taller?</p>	<p>prints Paint a seaside picture Paint an underwater picture Fruit printing Small world on tuff spot Classical music for children to move to like butterflies – choose props e.g. scarves etc. Van Gogh – The sunflowers Draw/paint pictures of the woods, the river, the boulders</p>
--	--	---	--	--	---	---



Year FY 2024-25

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.

EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Computing (Purple mash)	Digital Literacy Introduction to Online Safety Digital Literacy Computer Skills	Information Technology Exploring Mini Mash	Information Technology Technology at Home	Information Technology Exploring Simple City	Information Technology Exploring and using media and materials	Computer Science Bee bots
Music (Singing Sherlock)	Nursery rhymes	Nativity songs	Dr Knickerbock	This Little Light of Mine		
PE-focus	Gross motor assessment Bikes Scooters	Throwing and catching/Team Games	Gymnastics	Dance	Tennis	Athletics